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ABSTRACT

This content guide is designed for a seventh-grade geography course and an eighth-grade United States History course. Each course section is divided by the three levels of skills to be developed: basic skills, developmental skills, and extensions. The geography course features economic geography, cultural-regional geography, map skills, and study skills. The U.S. history course focuses on exploration of the new world, settlement, forming the new nation, the Constitution, post-Revolutionary expansion, and the Civil War. (DB)

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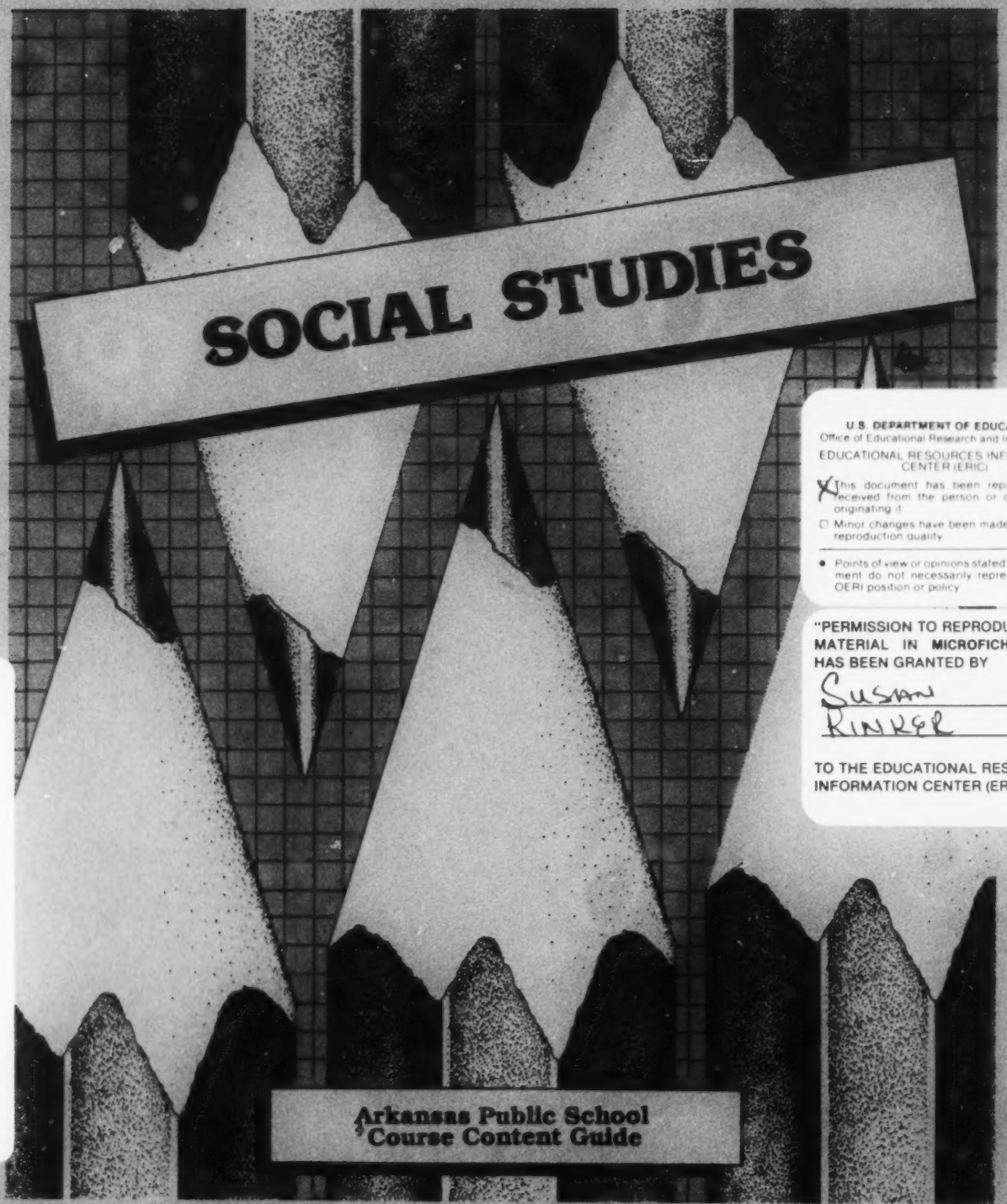

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Geography

GRADE 7

Five fundamental themes exist in geography. Each of these themes is, or should be, emphasized in the K-6 curriculum. Geographic education in the seventh grade should reinforce these themes, which are listed below. In the course content guide which follows, each skill statement ends with a number or numbers in parentheses. These numbers refer to one or more of the five themes, indicating the theme or themes stressed by each skill statement.

Fundamental Themes

1. Location: position on the earth's surface
   Absolute and relative location are two ways of describing the positions of people and places on the earth.
2. Place: physical and human characteristics
   All places on earth have distinctive tangible and intangible characteristics which give them meaning and character and distinguish them from one another. Places are generally described by their physical or human characteristics.
3. Relationships within places: humans and environments
   All places have advantages and disadvantages for human settlement. People continue to modify or adapt to natural settings in ways that reveal their cultural values, economic and political circumstances, and technological abilities.
4. Movement: humans interacting on the earth
   The most visible evidence of global interdependence and interaction of places are the transportation and communication lines that link every part of the world. Interaction continues to change as transportation and communication technologies change.
5. Regions: how they form and change
   The region is the basic unit of study in geography. Regions are areas that display unity or similarity in terms of selected criteria. Some regions are defined by one characteristic such as the governmental unit, a language group or a landform type. Other regions may be defined by the interplay of many complex features such as ethnicity, language, culture and environment.

ECONOMIC GEOGRAPHY

Basic Skills

1.01 Delimit one region from another by identifying major natural resources such as soil, water and vegetation which support each region. (2,5)
1.02 Locate major mineral resources within a region which support an industrial base. (1)
1.03 Identify the boundaries of an economic region (e.g., the Arkansas Delta) by locating selective criteria found only in that region. (5)
1.04 Give several examples of economic interdependence. (4)
1.05 Identify major reasons for trade among nations. (4)
1.06 Define: natural resources, self-sufficiency, economic interdependence.

Developmental Skills

1.25 Investigate ways natural resource presence and absence have influenced a region's economic development. (2,5)
1.26 Identify the major natural resources in Arkansas. (1,2)
1.27 Determine how Arkansas' major natural resources have influenced its economic development. (3,5)
1.28 Explain how natural resources can influence agricultural development within a region. (3,5)
1.29 Investigate ways natural resources influence population trends. (3)
1.30 Determine the trade patterns which exist between the United States and other major regions of the world. (4,5)
1.31 Compare quality of life (economic prosperity, environmental conditions) in various regions of the world. (3)
1.32 Examine human-land adaptations in difficult environments (i.e., deserts, mountains, polar areas). (3)

Extensions

1.75 Analyze the factors which permit one nation to become a world leader in industrial production. (4)
1.76 Analyze factors which inhibit economic development in a nation. (2)
1.77 Demonstrate the interdependency of nations in trade by examining examples of foodstuffs, manufactured products or transnational organizations such as OPEC or the EEC. (4)
1.78 Examine the different utilizations and applications of resources in various countries. (4)
1.79 Discuss how movements can be planned and organized to save energy, reduce travel time and conserve resources. (4)

CULTURAL – REGIONAL GEOGRAPHY

Basic Skills

2.01 Explain how regions may be defined by cultural or physical features or by a combination of both. (5)
2.02 State how language, religion, political systems, economic activities and settlement patterns can distinguish one culture from another. (2)
2.03 Compare the major cultural elements of three diverse cultures. (2,5)
2.04 Explain how three diverse cultures use their natural environments to meet basic human needs. (2,3)
2.05 Define cultural change. (2)
2.06 Explain how cultural change occurs. (2,5)
2.07 Give examples of cultural changes which have occurred in the United States since 1975 and in Arkansas since 1980. (2,5)

Developmental Skills

2.25 Describe several ways in which people inhabit, modify and adapt culturally to different physical environments. (3)
2.26 Describe how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology. (3)
2.27 Give examples of how human alterations of physical environments have had positive and negative consequences. (3)
2.28 Examine the factors which account for regional differences within a country. (5)
2.29 Identify major factors which account for cultural change occurring in a society. (3,5)
2.30 Identify major ethnic groups in the United States. (4)
2.31 Outline regions within the United States and Canada based on concentrations of different cultural groups. (3,5)
2.32 Examine the role these ethnic groups play in the cultural development of the United States. (4,5)
2.33 Identify major ethnic groups in at least three countries, each from a different continent. (4,5)

Extensions

2.75 Analyze cultural development in the United States as it relates to geographic factors of location, place, movement and region. (1,2,3,5)
2.76 Compare cultural development of several countries with that of the United States. (5)
2.77 Describe how physical and cultural attributes of one location interact with attributes of other locations. (1,2,4)

MAP SKILLS (N.B.: Unless otherwise noted, all skills stress Theme 1.)

Basic Skills

3.01 Locate the four main parts of the map (title, legend, scale and compass rose).
3.02 Use cardinal and intermediate directions to locate places on a map.
3.03 Use the scale to measure distance on a globe and on a flat map.
3.04 Use the legend to interpret symbols on a map.
3.05 Identify and locate on a map the four hemispheres of the earth.
3.06 Identify and locate on a map the continents of the world.
3.07 Identify and locate on a map the major oceans and seas of the world.
3.08 Identify and locate on a map the major rivers of the world.
3.09 Identify and locate on a map the major mountain range systems of the world.
3.10 Identify and locate on a map the major plains areas of the world.
3.11 Identify the natural features such as landforms and water areas that define regional units. (5)
3.12 Identify the different kinds of maps (political, physical, road, rainfall, etc.)
3.13 Locate places on a map, given the coordinates of a grid system (e.g., letter/number coordinates or latitude and longitude).
3.14 Recognize the function of the International Date Line.
3.15 Define: cardinal directions, intermediate directions, compass rose, directional arrow, topography, scale, legend, International Date Line, hemisphere, regionalism, continent, landforms, parallels of latitude, meridians of longitude.

Developmental Skills

3.25 Identify two hemispheres in which each person lives.
3.26 Distinguish landform features on a map.
3.27 Identify natural factors which affect landform development.
3.28 Identify and locate various natural regions on a world map using soils, vegetation or landforms as criteria. (2)
3.29 Compare and contrast natural regions.
3.30 Provide reasons for the differences among natural regions. (2)
3.31 Identify and locate countries of the world on a map.
3.32 Name and locate various cultural regions of the world on a map.
3.33 Recognize the importance of waterways to the development of settlement patterns. (4)
3.34 Use low, middle and high latitude as a way of classifying large sections of the world.
3.35 Recognize and record the latitude and longitude of various places on a map.
3.36 Calculate the total traveling time, given departure and arrival times at specified points in different time zones. (4)

Extensions

3.75 Study how maps have changed over the years.
3.76 Study the different map projections which are used.
3.77 Investigate how continents came into being and the ways in which continents are changing. (3)
3.78 Investigate ways that man is changing landforms in the world and predict consequences of these changes. (3)

3.79 Investigate the influences that geographic land features have on settlement patterns and subsequent economic development. (2,3)
3.80 Investigate the effects of regionalism on the social, political and economic life of a continent. (5)
3.81 Investigate the continual change of world regions brought about by increasing world interdependence. (5)
3.82 Investigate natural and human factors that affect waterways. (3)
3.83 Analyze the impact latitude has upon people and their activities in certain geographic regions. (2,3)
3.84 Analyze the effects time zones have upon world travelers. (4)

STUDY SKILLS

Basic Skills

4.01 Read data from maps and globes.
4.02 Read data from charts, graphs and timelines.
4.03 Know the kinds of information given in an atlas and almanac.
4.04 Know the parts of an outline.

Developmental Skills

4.25 Interpret data from maps and globes.
4.26 Interpret data from timelines, graphs and charts.
4.27 Select the proper reference and gather data from the source.
4.28 Organize material through the use of outlines and note taking.

Extensions

4.75 Develop relevant geographic questions, given an issue.
4.76 Choose appropriate sources of information to help answer questions.
4.77 Draw inferences and/or predictions from various maps and globes.
4.78 Draw inferences and/or predictions from various graphs, timelines and charts.
4.79 Discover and use other sources of information such as computers and microfilm.
4.80 Take notes, and outline, analyze and report information.

United States History

GRADE 8

EXPLORATION OF THE NEW WORLD

Basic Skills

1.01 Identify the three main countries involved in exploration of the New World (Spain, France, England), and locate their main areas of exploration (Spanish: Florida and the Southwest; French: Mississippi, Missouri and Ohio River Valleys; English: East Coast).

1.02 Identify personal, political, economic and religious reasons for exploration (e.g., to satisfy curiosity, greed, fame; to maintain national pride among international rivals; to fulfill need for resources and desire for foreign goods and for faster and cheaper trade routes; to save souls and to convert non-believers).

1.03 Identify: Christopher Columbus, Hernando de Soto, 1492.

Developmental Skills

1.25 Explain how political, economic and religious factors motivated the European nations to send expeditions to the New World.

1.26 Indicate problems faced by early explorers.

1.27 Evaluate relationships between early explorers and original inhabitants.

1.28 Describe the effects the native Americans and Europeans had on each other's cultures.

1.29 Describe the contributions made by the explorers.

1.30 Propose reasons for regional settlement by the various European countries.

1.31 Explain the importance of the colonies established by Spain, France and England, and discuss their relative influence in the New World.

1.32 Identify: Samuel Champlain, John Cabot, Prince Henry, Henry Hudson.

Extensions

1.75 Trace the development and shift of powers in the European countries prior to and during the Age of Exploration.

1.76 Analyze the influence the minor countries (such as Netherlands, Sweden, etc.) had in the New World.

1.77 Explain the geographical, technological and psychological factors that made exploration possible.

SETTLEMENT

Basic Skills

2.01 Identify and locate each of the 13 original colonies.

2.02 Identify the social, cultural, economic, political, religious and demographic differences among the New England, Middle and Southern Colonies.
2.03 Define: indentured servants, slaves, town meeting, plantation, cash crops, debtors, back country.
2.04 Identify: Jamestown, Plymouth, 1607, 1620.

Developmental Skills

2.25 Debate whether Jamestown was a good location for a settlement.
2.26 List the main reasons for Puritan migration to the New World.
2.27 Identify contributions made by individuals and groups in the development of the English colonies.
2.28 Identify: La Salle, De Tonti.

Extensions

2.75 Compare and contrast motives for settlement in each of the original colonies.
2.76 Describe how English customs, laws and literature became the basis of American culture.

FORMING THE NEW NATION

Basic Skills

3.01 Identify political reasons for breaking with England (e.g., England's neglect of colonies, colonies' lack of representation, limitation of individual rights).
3.02 Identify the economic reasons for breaking with England (e.g., taxation, mercantilism, trade and manufacturing restrictions; growing economic power and spirit of free enterprise in the colonies).
3.03 State the results of the disagreement with England (Declaration of Independence of 1776, Revolutionary War, establishment of an independent government).
3.04 Define: patriots, loyalists, boycott, propaganda.
3.05 Identify: George Washington, Thomas Jefferson, 1776.

Developmental Skills

3.25 Give examples of ways the colonists resisted new British policies.
3.26 Compare the military strengths and weaknesses of the British and the Americans.
3.27 Identify the countries that aided the American cause and discuss why they came to America's aid.
3.28 Identify the American and British military and political leaders during the Revolutionary War and discuss the significance of each.
3.29 Compare our government before and after the Revolutionary War.
3.30 Compare freedoms of today with those gained as a result of the Revolutionary War.
3.31 Define: Tories, "Common Sense," minutemen, redcoats, Continental Army.
3.32 Identify: Patrick Henry, Samuel Adams, Thomas Paine, John Hancock, Benedict Arnold, General Braddock, Lord Cornwallis, Betsy Ross, Crispus Attucks.

Extensions

3.75 Analyze the French and Indian War in North America as one part of a worldwide power struggle.
3.76 Analyze why many Americans were either indifferent or opposed to the independence movement.
3.77 Summarize the provisions of the Treaty of Paris and discuss their effects on subsequent events.

CONSTITUTION

Basic Skills

4.01 Identify the problems that made a new constitution necessary (weakness of the Articles of Confederation, economic difficulties, boundary disputes, unwillingness to compromise, etc.).
4.02 List specific functions of the three branches of government.

4.03 Identify the importance of the Bill of Rights to the individual (serves as legal guarantee of personal liberty, protects people from government interference in certain areas).
4.04 Define: constitution, federalism, republic.
4.05 Identify Benjamin Franklin.

Developmental Skills

4.25 Identify the first steps taken by President Washington and Congress in organizing the new government.
4.26 Name several framers of the Constitution and describe their contributions to the Constitutional Convention.
4.27 Explain the importance of compromise in writing the Constitution.
4.28 Trace events leading to ratification of the Constitution.
4.29 Explain the origins of political parties in the United States.
4.30 Describe the impact of a democratic form of government on the individual.
4.31 Define: confederation, compromise, amendment, veto, ratify, article.
4.32 Identify: James Madison, Alexander Hamilton.

Extensions

4.75 Determine the limits, if any, to the rights guaranteed in the Bill of Rights.
4.76 Explain how amendments to the Constitution reflect the thinking of particular historical periods.
4.77 Determine which amendments have had the greatest impact on American society.

POST-REVOLUTIONARY EXPANSION

Basic Skills

5.01 Identify the major stages of expansion (to the Mississippi; the Louisiana Purchase; the Northwest; the Southwest and West) and their importance to the development of the nation.
5.02 Recognize the importance of the Monroe Doctrine (provided basis of our foreign policy, established U.S. claims to ownership and control of the Western Hemisphere).
5.03 Define: Manifest Destiny, nationalism.

Developmental Skills

5.25 Examine the effects of the Louisiana Purchase on the United States.
5.26 Explain why the period following the War of 1812 was called the "Era of Good Feelings."
5.27 Discuss why the Northern and Southern economies developed differently.
5.28 Define spoils system.
5.29 Identify: John Marshall, Lewis and Clark, Daniel Boone, Davy Crockett, Jim Bowie, Sacajawea, John Paul Jones, 1803, War of 1812, 1849, Jacksonian democracy.

Extensions

5.75 Analyze the constitutionality of President Jefferson's purchase of the Louisiana Territory.
5.76 Analyze the suitability of the term "Era of Good Feelings" to the period it describes.
5.77 Compare and contrast the cultures of the North and the South with respect to their economic systems.

CIVIL WAR

Basic Skills

6.01 Identify the economic bases of the North and South (industrial North, agricultural South).
6.02 Describe the causes of the Civil War (tariffs, states' rights, sectionalism, divergent economic growth,

cultural differences, slavery).

6.03 Identify effects, both real and symbolic, of the Emancipation Proclamation (freed slaves behind Confederate military lines, turned war into fight for freedom as well as for union, gave moral weight to Northern cause, helped sway British public opinion to Union's side, persuaded blacks to enlist in Union army).

6.04 Define secession.

6.05 Identify: Abraham Lincoln, 1861-1865, Union, Confederacy.

Developmental Skills

6.25 Relate how the Dred Scott decision, Uncle Tom's Cabin and John Brown's raid intensified the conflict between the North and the South.

6.26 Investigate the effects of slavery on the economy of the South.

6.27 Contrast liberties of a freed person with those of a slave.

6.28 Discuss the abolitionist movement.

6.29 State the differences between the North and South on the issue of tariffs.

6.30 Explain the conflict over states' rights.

6.31 Trace events that led to the Civil War.

6.32 Explain reasons why states joined the North or the South during the Civil War.

6.33 Compare Northern military advantages to Southern military advantages during the Civil War.

6.34 Define: border states, nullification, underground railroad, assassination, blockade.

6.35 Identify: Jefferson Davis, Andrew Johnson, Robert E. Lee, Harriet Tubman, Sojourner Truth, William Tecumseh Sherman, Frederick Douglas, William Lloyd Garrison, Dred Scott, Reconstruction, Gettysburg Address.

Extensions

6.75 Discuss how John Marshall's decisions increased the power of the federal government.

6.76 Discuss Jackson's use of presidential power.

6.77 Present arguments for and against the economic benefits of the slave system.

6.78 Discuss the various viewpoints held by abolitionists.

6.79 Suggest possible solutions to the slavery issue other than war.

6.80 Evaluate the effectiveness of the Emancipation Proclamation.

6.81 Explain the strategies of the Union and Confederate forces.

6.82 Locate the major battles, tell their outcomes and explain the impact of each on the political conduct of the Civil War.